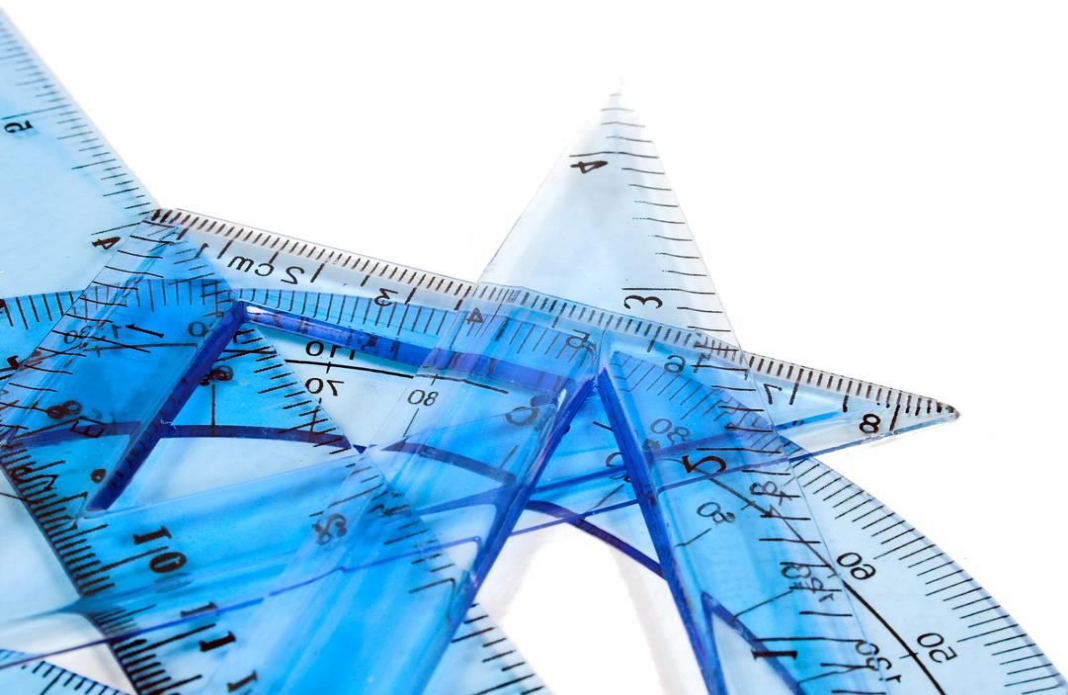


Common Measures Made Simple: Effective Service Design for Performance

Region 3 Youth Forum

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Vinz Koller

*Director of Technical Assistance and
Training*

Social Policy Research Associates

SPR's Areas of Expertise



Governance



Employment, Retention, & Advancement



Education and Training



Management & Operations

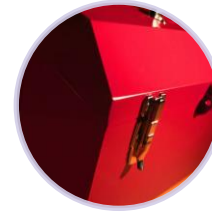
SPR's Methods and Services



Dynamic
Facilitation



Media
Development



Tool
Development



Immersive
Simulation



Customized
Training

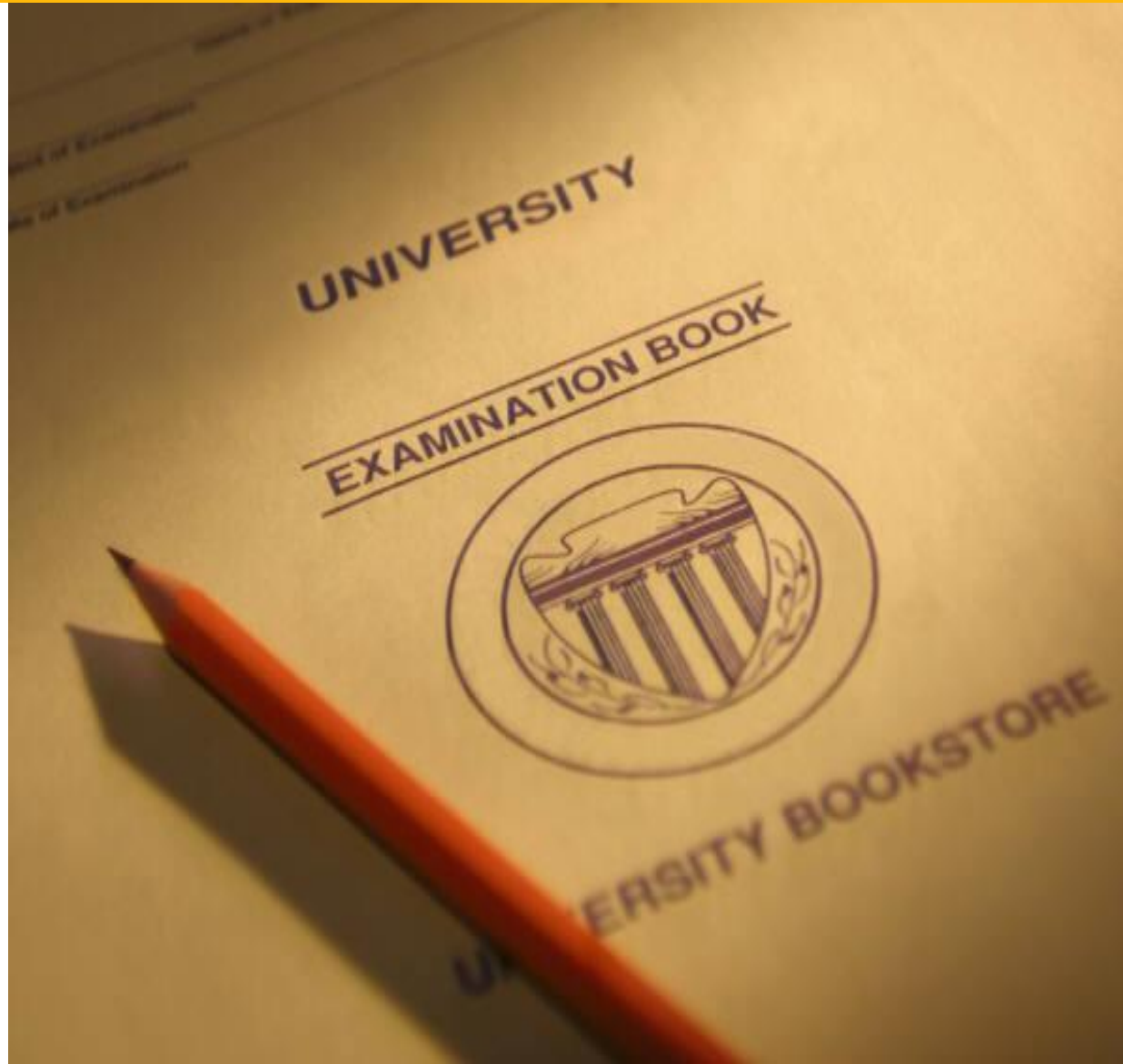


Individualized
TA

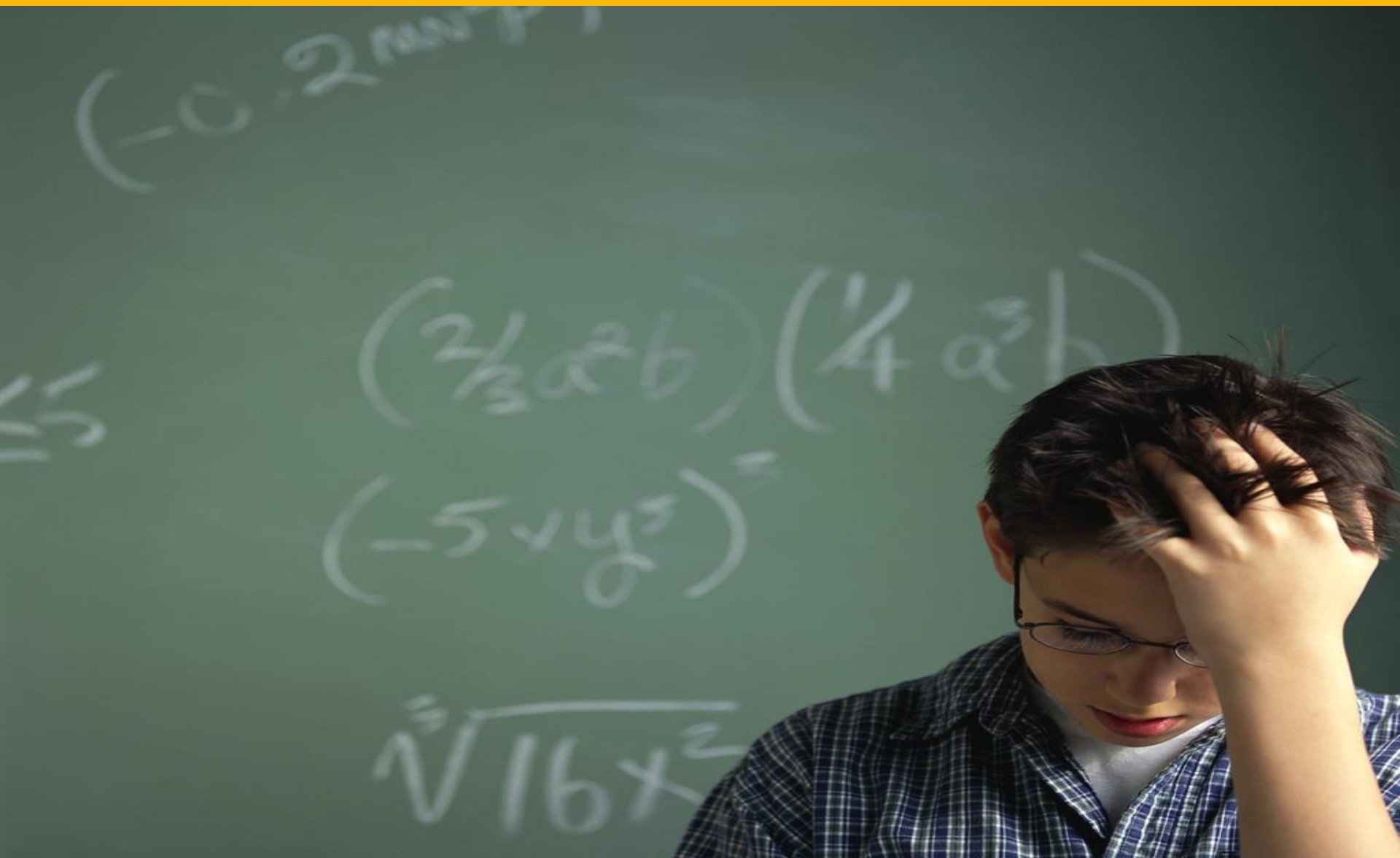
- Name
- Role



Activity: *Common Measures Quiz*



Common Measures Review



A participant does not receive a service funded by WIA or a partner program for 90 consecutive days and is not scheduled for future services.



Calendar quarters

- January to March
- April to June
- July to September
- October to December

Exit Quarter

The quarter containing the exit date

Quarters after Exit

Quarters after the exit quarter

Common Measures for Youth



Placement in Employment or
Education



Attainment of Degree or
Certificate



Literacy and Numeracy
Measure

Placement in Employment or Education

Simplified Definition: Measures the percentage youth participants who are engaged in one of the following in the 1st quarter after exit -

- Employment
- Military
- Post-secondary education
- Advanced training/occupational skills training

Excluded: Youth employed, in the military or in post-secondary education at enrollment.

Placement in Employment or Education

Positive Performance Outcome:

- Youth must be engaged in one of the following five activities during the 1st quarter after exit:
 - Employment
 - Military
 - Post-secondary education
 - Advanced Training
 - Occupational Skills Training



Placement in Employment or Education: *Calculation*

Number in qualifying outcome in 1st quarter after exit
divided by
Number of exiters

Exclusion: Those in qualifying activity at date of participation



Attainment of Degree or Certificate

Simplified Definition: Measures the percentage of youth who are enrolled in any organized program of study and receive a diploma, GED, or certificate any time during program participation through the 3rd quarter after exit.



Attainment of Degree or Certificate

Only youth who are “**in education**” at *any time* during WIA are included in this measure.

Includes youth in:

- secondary school
- post-secondary school
- adult education
- other organized program leading to a degree or a certificate



Attainment of Degree or Certificate

Positive Performance Outcome:

- Youth participants in education who receive a degree, diploma/GED or certificate by the end of the third quarter after exit.



Attainment of Degree or Certificate: *Calculation*

Number of participants in education who receive a diploma or certificate by the third quarter after exit

divided by

Number of participants in education who exit during the quarter

Exclusion: Those in a qualifying activity at date of participation



Literacy and Numeracy Measure

Simplified Definition: Measures the percentage of basic skills deficient out-of-school youth who increased one or more educational functioning levels within one year of youth program participation.



Literacy and Numeracy Measure

Assessment:

All out-of-school youth must be assessed, even if they have a diploma or equivalent

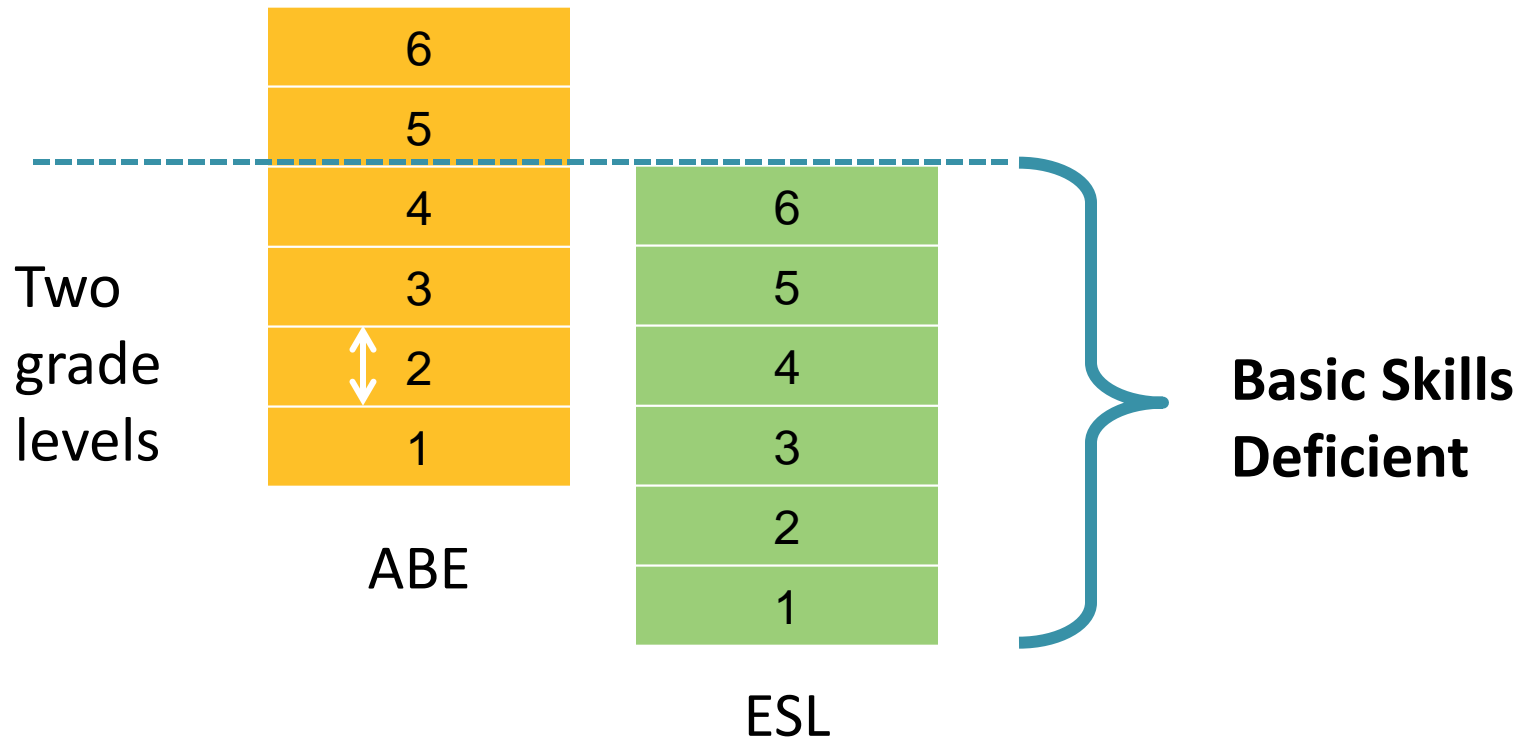
Excluded:

In-school youth and youth who are not basic skills deficient are excluded from measure



Literacy and Numeracy Measure

What are Educational Functioning Levels?



Literacy and Numeracy Measure: *Calculation*

Number of participants who increase one or more educational functioning levels

divided by

Number of participants who have completed a year in the program + the number of participants who exit before completing a year in the program.



Literacy and Numeracy Measure

Data Collection and Reporting Basics

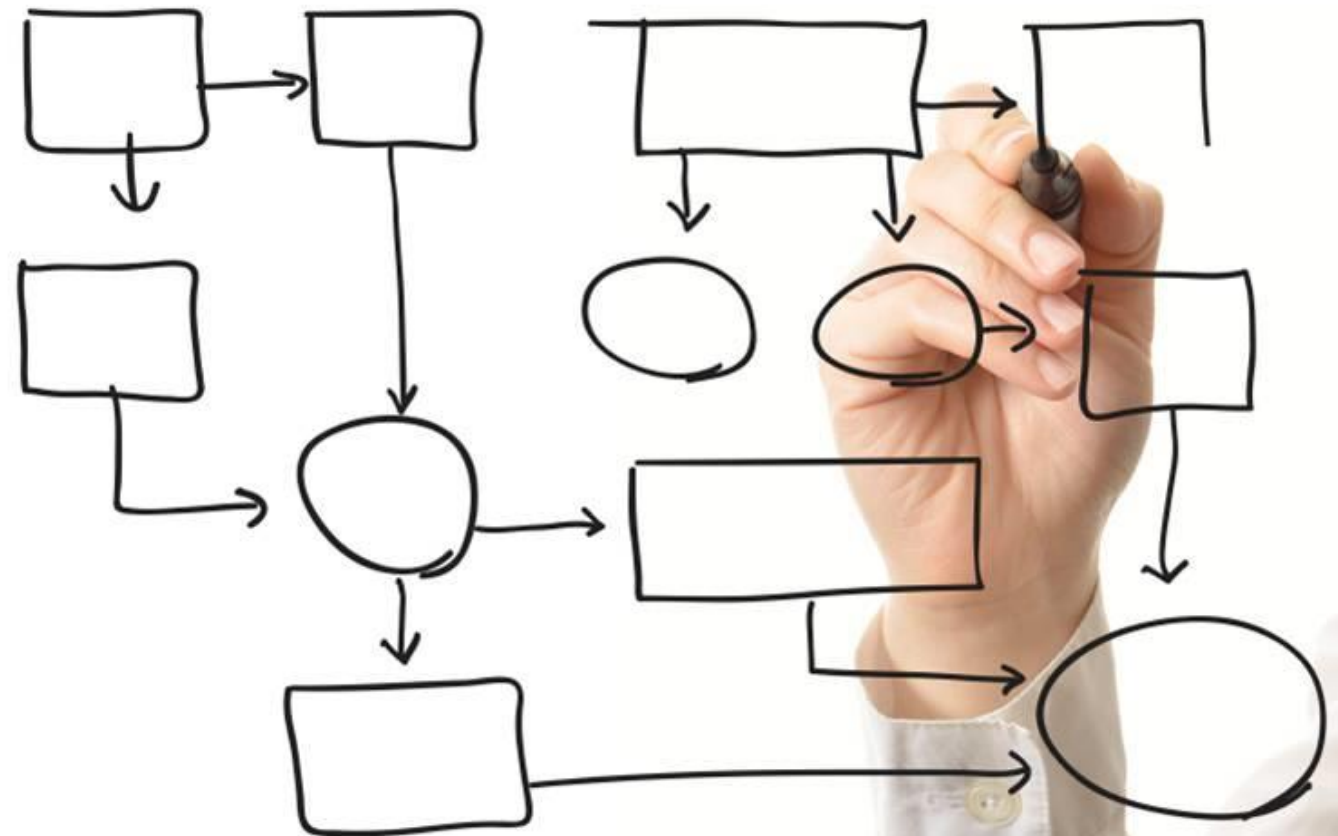
Youth who remain basic skills deficient

- If an individual remains basic skills deficient after taking the post-test and remains in the program they should continue to receive basic skills training.

Testing out of the Measure

- If a youth through the first year of program participation advances beyond the threshold for basic skills deficiency, the youth is no longer subject to the measure.

Key Design Principles for Successful Performance



Key Design Principles for Successful Performance

Assessment

Program Retention

Follow-up Services

Key Design Principles for Successful Performance: *Effective Assessment*



How is effective assessment connected to successful performance?



Effective Assessment

- Making sure that a youth is ready to be enrolled in the WIA Youth program
- Understanding what a youth needs to be successful



Are all youth suitable for the WIA Youth Program?

- Do they want the catalog of services that you or your partners provide?
- Do they need services that your program does not provide them?
- If they are 18 or over: Do they want to participate in educational activities or just get a job?
- Are they ready to commit to program requirements?

Effective Assessment Activity: *Assessment Scenarios*



Key Design Principles for Successful Performance: *Effective Program Retention*



Effective Program Retention

How is effective program retention connected to successful performance?



Effective Program Retention

Youth need to complete program services to achieve performance measures

- Educational functioning level gains
- Attainment of a degree or certificate
- Placement readiness

Need time to develop strong relationships with youth

- Need youth to stay in touch for up to a year after program exit

Quality Case Management

- Youth-Centered Program
- Quality Case Management

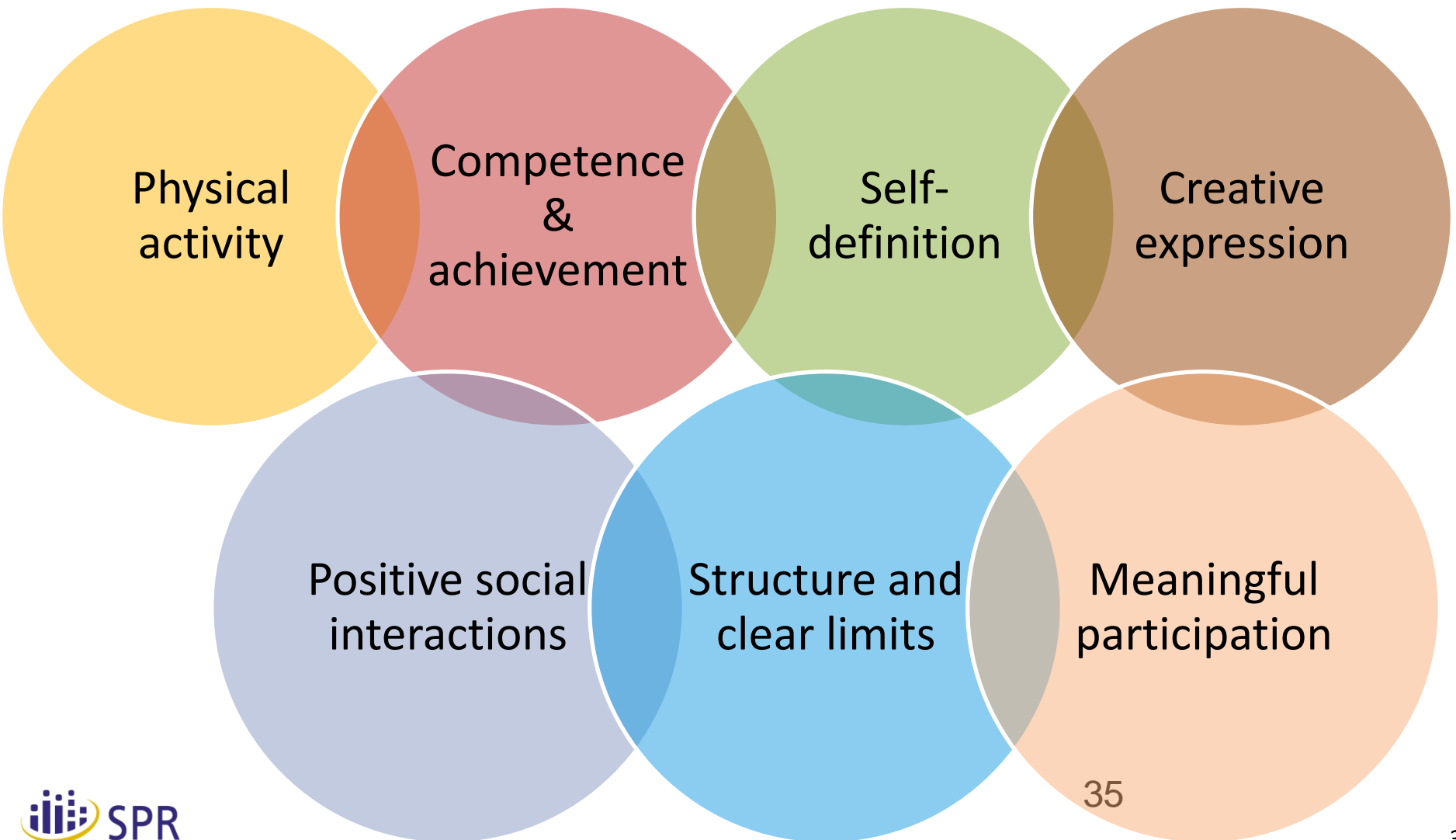


Youth-Centered Programs

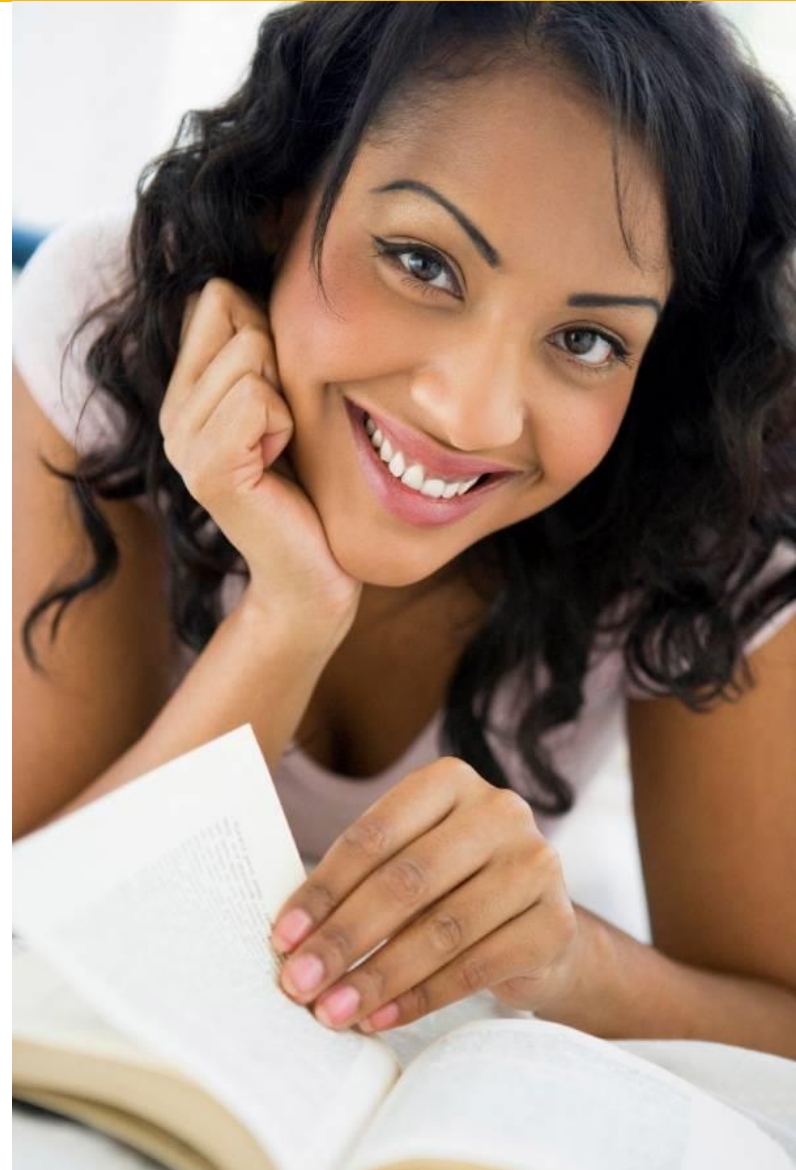
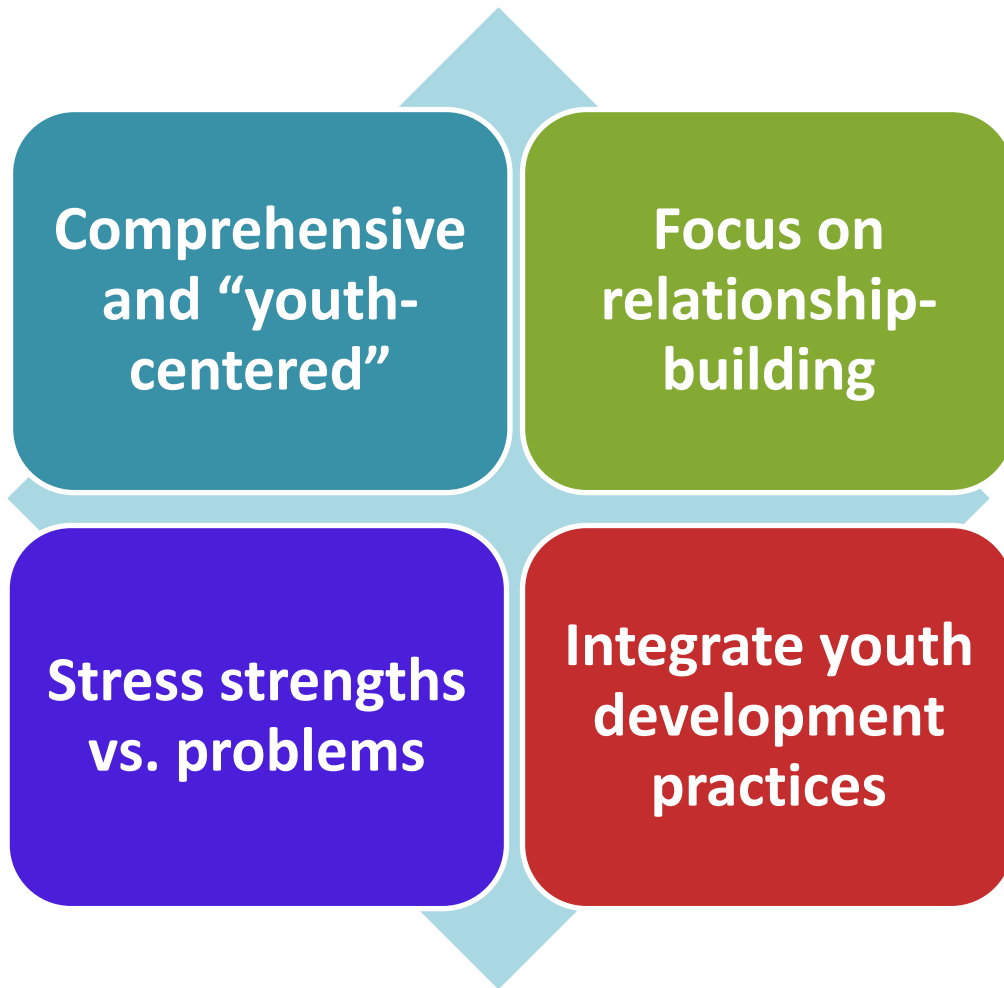
Programs that incorporate youth development principles throughout



Seven Developmental Needs of Youth



Effective Case Management Principles



Developing Relationships with Youth



- Provide training and support for case managers
- Make sure caseloads are realistic for developing relationships
- Create an atmosphere of trust

Key Design Principles for Successful Performance: *Effective Follow-up Services*



Effective Follow-up Services

How are follow-up services connected to successful performance?



Effective Follow-Up Services

- Many youth struggle with succeeding in a placement—they need support
- Two of three measures calculated based on what happens AFTER exit
- Need to collect data on placements/credentials



Effective Follow-Up Services

Effective Follow-up is more than just collecting placement data!



Elements of Effective Follow-Up

- Targeted Services and Activities
- Effective Local Structures



Targeted Follow-up Services and Activities

Develop meaningful individual and group support activities:

- Alumni activities, including leadership roles
- Networking
- Support groups

Make sure activities are convenient for youth to attend before or after work or school



Effective Local Follow-Up Structures

- Ensure follow-up staff members have time to develop strong relationships with youth prior to exit
- Keep follow-up caseloads reasonable
- Prioritize more intensive follow-up services for youth who need them the most



Activity: *Putting it all Together*



Questions





Thank You!

Vinz Koller

Vinz_Koller@spra.com

831-622-0749

www.spra.com

